2026 - 2027

Education Care Plan

Public version

Expertise Center
Education Care

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01 | Purpose, mission and vision

Purpose of the plan

The Education Care Plan explains how EC2 organizes educational care on Saba, collaborates with schools and partner organizations, monitors the quality of its services and identifies priorities for further development. It builds on the multiannual Education Care Plan 2020-2025 and sets priorities for the year ahead.

Our mission

EC2 offers a coherent system of education care services that facilitates uninterrupted development for all students by using their strengths and talents.

Our vision

EC2 aims to support a safe learning environment within Saba's inclusive school system and at EC2. Students who need a specialized approach, and the teachers who work with them, should be able to build on their strengths and talents. Multidisciplinary consultation and result-oriented planning support this work.

Action-Oriented Approach

EC2 applies Handelingsgericht Werken (HGW), referred to in this plan as the Action-Oriented Approach (AOA). The central question is: what does this child need from the adults and learning environment around them in order to develop? When development stagnates, the response is to examine and adapt the support provided by teachers, caregivers, parents and specialists.

The approach connects the child's needs with practical goals, planned support, regular evaluation and adjustments. Parents, teachers and relevant professionals contribute their knowledge of the child.

Guide to this plan

The following sections cover the care structure; support services; cooperation and access; evaluation; quality assurance; safety and complaints; governance; development priorities; and financial sustainability.

02 | Care structure and support levels

Educational care on Saba is organized across five levels. The first three are organized within school. EC2 becomes actively involved at level 4, when school requests specialist intervention or support.

Level	Description
1	Regular support in the classroom.
2	Additional support provided by the teacher.
3	Additional support with the school care coordinator.
4	Specialist support from EC2 and relevant external services.
5	Referral to care services off-island.

From concern to specialist support

School staff first consider the support available within the classroom and the school care structure. When further expertise is needed, the school asks EC2 for intervention or advice. Consultation helps clarify the question, the support already provided and the appropriate next steps.

Matching support to the question

Within its specialist support, EC2 distinguishes exploration, structural support and intensive support. These describe the intensity and type of response and are distinct from the five care levels above.

• **Exploration:** clarify concerns through observation, consultation with parents and teachers, practical strategies, specialist consultation and checklists.

• **Structural support:** use assessment and screening where appropriate, targeted individual sessions, classroom support and cooperation with partner services.

• **Intensive support:** consider a specialized educational programme or referral when a child requires a more intensive or multidisciplinary response.

Support is tailored to the child's educational and developmental needs. Support can address academic development, social-emotional development, behaviour, physical development and related concerns.

03 | Educational support and expertise

Inclusive Special Education (ISE)

EC2 provides Inclusive Special Education in cooperation with Sacred Heart School (SHS) and Saba Comprehensive School (SCS). ISE combines social-emotional learning and academic activities adapted to students' needs. Students attend according to an agreed schedule and remain connected to their regular educational setting.

At primary-school level, ISE combines part of the day in an ISE group with time in the regular classroom, supported by a Personal Education Assistant where needed. At secondary-school level, participation is organized around students' schedules and support needs.

Predictable routines, clear transitions and varied learning activities help create a calm environment. The aim is to support development and participation in education.

ISE groups and school participation

Kites and Wings operate at Sacred Heart School, and RISE operates at Saba Comprehensive School. Students generally receive approximately two and a half hours of ISE support per day, with the remainder organized in their regular class and PEA support where needed. At secondary level, EC2 and the school review whether individual support or a more structured group approach best meets students’ needs.

Personal Education Assistants (PEAs)

PEAs support students in regular classrooms and, where relevant, in ISE activities. They observe and guide students during educational activities, support participation alongside peers and help implement agreed strategies. Guidance, planning and evaluation help assistants align their work with students' goals.

Educational and behavioural support

Specialist support includes observing learning and behaviour, helping teachers with classroom strategies, formulating guidance plans and developing suitable learning activities. EC2 is further developing behaviour support, teacher coaching, intervention expertise and talent development.

Sensory room

EC2 has a sensory room as part of its facilities for supporting students with additional needs.

Strengths and talents

EC2 aims to combine support for difficulties with attention to what students can do well. Strengths-based work helps students develop confidence, participation and ownership of their learning.

04 | Assessment, therapy and early intervention

Assessment

Assessment helps clarify a student's needs and inform educational support. Our assessment services cover cognitive development, academic achievement, dyslexia screening, behaviour, and speech and language. The choice of instrument depends on the question being investigated and the expertise required.

Assessment findings are intended to inform guidance, classroom strategies and intervention planning. They form part of the broader picture provided by parents, teachers, observations and the student's development over time.

Speech and language therapy

Speech and language therapy supports communication, language development, vocabulary, articulation, fluency and related areas of need. The therapist also advises parents, teachers and staff, including on language stimulation in early childhood.

Psychological support

Psychological expertise supports assessment, consultation, social-emotional development and guidance to parents and teachers. Louisa Baumsteiger contributes this expertise to the EC2 team.

Early intervention

Early intervention connects support at daycare, kindergarten and the baby clinic. Activities include observing development, providing social-emotional activities, assisting with individual plans, participating in conversations with parents and supporting transitions between settings.

Cooperation between EC2, childcare and Public Health aims to identify needs early and provide continuity as children move into school. Bes(t) for Kids funding supports this work.

Other specialist services

EC2 cooperates with pediatric physical therapy and other health and care services. Access and delivery depend on the relevant provider, referral arrangements and available capacity.

05 | Cooperation and access to support

Working with schools

Teachers and school care coordinators are central partners in identifying needs and organizing support. EC2's role is to strengthen the adults around the child as well as provide specialist input. Alignment between regular-class teachers, ISE teachers and PEAs is a continuing priority.

Small Care Team meetings

Small Care Team meetings bring together school staff, the care coordinator and EC2 expertise to discuss support needs, agree actions and review progress. Agreements and follow-up provide continuity between meetings. Meeting schedules are organized with each school.

Care Advice & Referral Team (CART)

CART provides a multidisciplinary setting for discussing educational care needs, consulting colleagues and coordinating support. Schools and relevant care partners contribute their expertise. Wider topics may include parenting support, social-emotional development, therapy options and collaboration between services.

Network partners

EC2 collaborates with schools, childcare, after-school care, Public Health, Zorg en Jeugd Caribisch Nederland, Mental Health Caribbean, Saba Cares, the Public Entity Saba and Saba Reach Foundation. The relevant partners depend on the support question.

Topics for joint consultation

Alongside individual support needs, joint consultation addresses social-emotional skills, parenting activities, therapy options, medication-related policy and coordination between services. The aim is a coherent response with clear follow-up agreements.

Parents as partners

Parents contribute knowledge of their child and take part in conversations about development and support. We share written progress reports, organize parent meetings and maintain ongoing communication between parents and the professionals involved.

How to ask about support

Parents and caregivers can discuss concerns with their child's teacher or school care coordinator. Schools can contact EC2 about specialist support. For questions about services, referrals, assessment arrangements or current availability, use the contact information on www.ec2saba.org.

06 | Review of 2025 and early 2026

During 2025 and early 2026, EC2 went through organizational transition, developed its team and expanded its expertise. Maintaining continuity of support while strengthening leadership, staffing and internal processes was a central theme.

Progress in support

ISE continued to form an important part of EC2's contribution to inclusive education. Classroom support, assessment, counselling and advice to teachers were also part of the service offer. Early intervention strengthened links between daycare, kindergarten and Public Health.

Professional learning

Professional development included dyslexia training, communication training and a study visit to the Netherlands. Themes included classroom management, early childhood learning, language development, growth mindset, SMART goals, trauma-sensitive education and approaches to challenging behaviour.

Visits to regular and specialist educational settings provided opportunities to observe practice and consider how learning could be applied on Saba. Professional exchange supports reflection, practical improvement and stronger shared expertise.

Areas for improvement

• Strengthen alignment between school-based support and EC2 services, with clear responsibilities and shared planning.

• Continue developing measurable goals, concise guidance plans and regular evaluation, including support for PEAs in this work.

• Improve suitable workspace for confidential conversations, assessment, therapy and small-group support.

• Maintain specialist capacity and strengthen organizational continuity.

• Develop a more consistent overview of services and results as the support offer evolves.

Interpreting service data

EC2 monitors the use of its services to inform capacity planning and improvement. A child may receive several types of support, so activity counts do not represent unique children. We consider service use alongside progress towards individual goals and feedback from families and schools. Public reporting must protect students from identification through small groups or combinations of information.

07 | Professional learning and exchange

Study visit to the Netherlands in April 2025

EC2 staff members participated in a study visit to the Netherlands. The visit focused on practical approaches for young children, particularly those with additional support needs.

The programme explored classroom management, teaching methods, the use of educational materials, early language development and the transition from daycare to kindergarten. Participants considered how to translate these experiences into daily practice on Saba.

Learning across educational settings

• Muiderkring in Weesp: classroom management and kindergarten practice.

• De Boomgaard in Amsterdam: the Taakspel approach to social-emotional learning and classroom behaviour.

• Onze Wereld: Waldorf approaches to early childhood education.

• Kinderdagverblijf Partou: early childhood care and transitions.

• Holendrechtschool and SBO Dumont: tailored support in specialist and additional-support settings.

• Rolf Group: educational materials and practical learning resources.

Other professional development

An EC2 staff member attended a dyslexia summer school in Trinidad in summer 2025, developing knowledge and practical strategies for supporting learners. A visiting psychologist from Sint Maarten also provided communication training focused on effective interaction and professional cooperation.

Applying learning on Saba

Professional development supports more explicit goals, greater student independence, positive learning strategies and stronger collaboration. Continued coaching and team reflection help staff adapt new approaches to the local context.

08 | Monitoring and quality improvement

The quality cycle

EC2 aims to connect identified needs, agreed goals, planned support, monitoring, evaluation and adjustment. Quality improvement draws on information from work with students and families, school consultations, team reflection and organizational review.

Student support planning

Priorities include guidance plans with measurable goals, clear monitoring and explicit evaluation. EC2 and schools aim to align their work around a shared educational plan. At primary-school level, we work towards a one student-one plan approach. At secondary-school level, planning also considers progression towards further education or employment.

Sources of feedback

• Feedback from students, parents and teachers.

• Small Care Team and CART consultations.

• Team, management and board discussions.

• Dialogue with education partners, OCW and the Education Inspectorate.

• Professional exchange with expertise centres on other islands.

Evaluating support with families

During the reporting period, EC2 organized two formal opportunities each year for parents to discuss written progress reports with the professionals involved. Conversations reviewed development, guidance plans and possible new areas of focus. Project-closing activities also provided opportunities for parents and children to participate together.

Parent communication

We organize meetings to discuss written progress reports and maintain ongoing contact with parents. Parent feedback contributes to identifying what is working and where support or communication should improve.

Organizational monitoring

The development agenda includes tracking student outcomes, staff capacity, school climate and community engagement. Monitoring is intended to inform future planning and the adjustment of interventions. We will develop these measures further as part of our quality improvement work.

External review

Dialogue with the Education Inspectorate contributes to reflection on governance, child safety, service quality and planning. We use feedback from external review to identify improvements and follow up agreed actions.

09 | Safety, confidentiality and complaints

A safe learning and working environment

EC2 aims to provide a safe environment for students and staff. Attention to child protection, respectful communication and appropriate professional conduct forms part of its work with schools and care partners.

Protection Code

The Protection Code for domestic violence and child abuse guides our response to concerns about child safety. Team awareness, training and consultation with relevant partners support its application. Operational instructions and individual safeguarding cases are managed through the relevant professional procedures.

Confidential information

We treat individual assessments, diagnoses, support plans and case discussions as confidential information. Questions about access to records, consent or information sharing should be directed to EC2 so the relevant arrangements can be explained for the particular situation.

Concerns and complaints

EC2 encourages parents and caregivers to raise concerns so that the issue can be discussed and addressed. Complaints can be submitted to the EC2 Board by email at board.ec2@sabalearns.org.

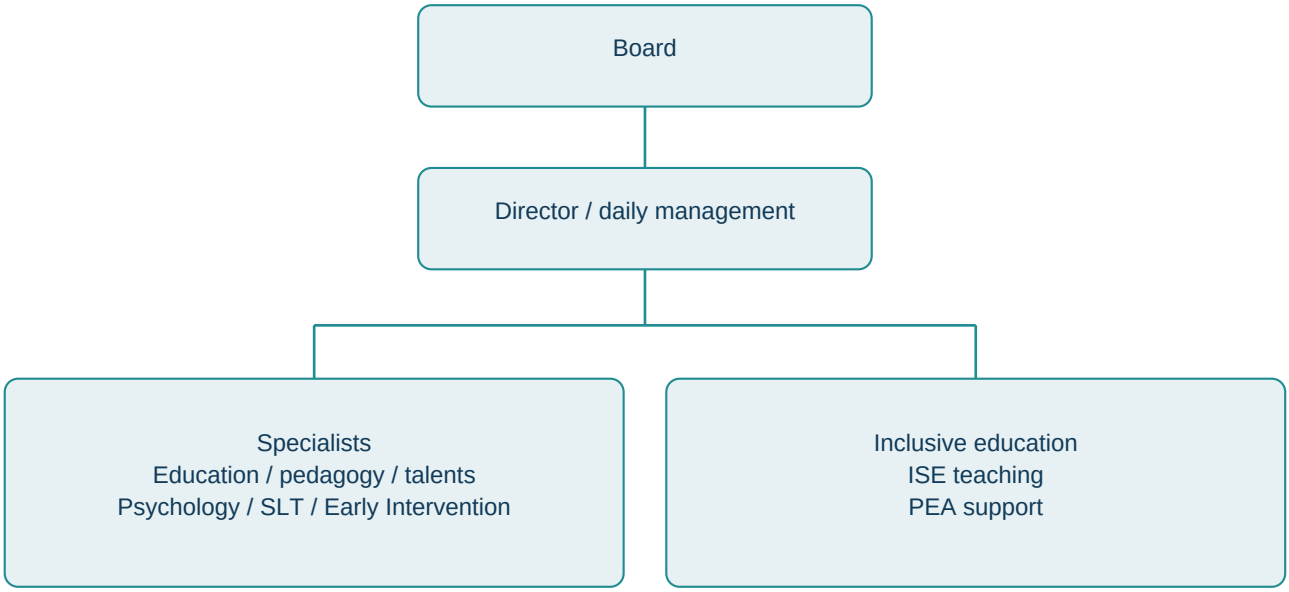
The complaints procedure is being updated. The current procedure, once finalized and published separately, should be consulted for the formal steps, contact persons and handling arrangements.

Information for website visitors

For general enquiries, email director.ec2@sabalearns.org. Information and published procedures are available at www.ec2saba.org. Contact EC2 for individual support arrangements or questions about our procedures.

10 | Organogram and professional expertise

EC2 combines governance, daily leadership and multidisciplinary expertise. This functional overview shows how the work is organized; formal responsibilities are set out in the statutes and delegated mandates.



Support for the organization

Administration, ICT, payroll and financial administration support daily operations. External audit, legal advice and specialist providers contribute expertise where required. Cooperation with health and care partners extends the range of support available.

Governance development

EC2 is preparing a clearer separation of executive management and supervision, targeting a two-tier structure from January 2027. The chart shows functional relationships rather than the future legal structure.

11 | Our team: who does what

Updated November 2026. Each staff member contributes expertise to coordinated support for students, families and schools.

Quirine Hakkaart

Director

Responsible for EC2's direction and development, organizational quality and cooperation with schools and partner organizations.

Geertrude Hellema

Interim Director, August-December 2026

Leads daily operations during the interim period, including staff coordination, quality improvement, planning, finance and partner cooperation, within the authority delegated by the board.

Our specialists

Our specialists combine educational, pedagogical, talent, psychological, speech and language, and early intervention expertise.

Ann Jeffrey

Educational Specialist

Supports learning development and inclusive teaching. Contributes to assessment, educational planning, measurable goals, teacher guidance and the evaluation of support.

Jan Willem van de Glind

Pedagogical Specialist

Supports behaviour, social-emotional development and positive learning environments. Observes needs and guides teachers and assistants in practical classroom strategies.

Karin van Doorn

Talent Coach

Helps students develop their strengths, interests and talents. Supports motivation, confidence and opportunities for growth through a strengths-based approach.

Monique van der Heyden

Speech and Language Therapist

Assesses and supports communication, language, vocabulary, articulation and fluency. Provides therapy and practical advice to parents, teachers and colleagues, including early language stimulation.

Laura Bautista

Early Intervention Specialist

Observes and supports early development across childcare, kindergarten and the baby clinic in cooperation with Public Health. Contributes to activities, individual plans, parent guidance and transitions between settings.

Louisa Baumsteiger

Psychologist

Contributes psychological assessment, consultation and support relating to learning, behaviour and social-emotional development. Works with parents, teachers and colleagues to translate findings into practical guidance and coordinated support.

Our team: inclusive education

Melissa Wight

ISE RISE

Provides adapted academic and social-emotional learning within RISE at Saba Comprehensive School. Works with teachers and assistants to align support with students' needs and monitor progress.

Claire Mandolado

ISE WINGS

Supports students' learning and development within WINGS at Sacred Heart School. Implements adapted activities and works with colleagues to monitor progress and align support.

Sheyla Williams

ISE Kites

Supports the adapted educational programme in Kites at Sacred Heart School, with attention to students' learning, social-emotional development and participation.

Paula Child · Ashanti Hodge · Ana Fuentes
Henrietta Hassell · Amanda Aguirre · Anisa Heyliger

Personal Education Assistants

Guide students during educational activities, help implement agreed goals and strategies and support participation alongside peers. Work with classroom teachers, ISE staff and specialists to observe progress and adjust practical support.

Working together

The team combines expertise according to each support question and works closely with schools, families and care partners. Staff also contribute through committees for professional development, Positive Dialogue, social activities and staff wellbeing, and parent involvement and communication.

12 | Organization and governance

Current governance

As of early November 2026, EC2 is working within a one-tier governance arrangement. The board consists of Geertrude Hellema (Chair), Jubella Balentin (Secretary) and Vito Charles (Treasurer). Daily operational responsibilities are assigned through the applicable mandates and board decisions.

Transition towards a two-tier structure

EC2 is preparing to move to a two-tier structure, with the transition targeted for January 2027. The purpose is to clarify the separation between executive management and supervision and strengthen accountability and continuity. The new structure depends on completion of the required formal steps.

Governance and professional support

External legal expertise supports the development of the governance framework and statutes. Legal review, clear mandates and updated organizational documentation contribute to the transition.

Administration and accountability

Financial and payroll administration support the management of resources and staff arrangements. External audit supports financial accountability. Organizational priorities include clear responsibilities, consistent records and a practical cycle of planning, monitoring, evaluation and improvement.

Regional cooperation

EC2 exchanges knowledge and experience with the expertise centres on Bonaire and St. Eustatius. Professional consultation and shared learning strengthen the regional network and local practice.

13 | Bonaire anniversary and exchange week

15 years of expertise centres in the Caribbean Netherlands

The 2026 anniversary marks 15 years of specialist educational support through the expertise centres on Saba, Bonaire and St. Eustatius. The joint anniversary initiative brings attention to their shared commitment to children with additional support needs and to inclusive education across the islands.

Bonaire exchange week - September 2026

A one-week exchange programme on Bonaire was planned for September 2026, combining the anniversary celebration with professional learning. The programme was designed to bring colleagues from the three islands together to share experience, strengthen cooperation and learn from one another.

Programme and activities

• Workshops to develop professional knowledge and practical approaches to educational support.

• Speeches and shared reflection on 15 years of specialist educational care.

• Exchange of good practice and experiences from the different island contexts.

• Cross-island learning sessions to strengthen professional relationships and collaboration.

Joint organization

Preparations involved a cross-island committee and cooperation with OCW and RCN. Joint activities provide opportunities to recognize the contribution of the expertise centres and build a stronger regional network.

Value for EC2

The anniversary and professional exchange support EC2’s wider commitment to shared expertise, inclusive practice and sustainable cooperation. Learning from colleagues on other islands helps staff reflect on local practice and identify approaches relevant to Saba.

14 | Development priorities for 2026-2027

Our priorities for 2026-2027 focus on specialist capacity, facilities, collaboration and organizational development. Delivery depends on funding, recruitment, formal decisions, available facilities and agreements with partners.

1. Strengthen specialist capacity

Build on the educational, pedagogical and talent expertise now in place, strengthen intervention and teacher coaching, and integrate psychological expertise when available. Support the expanded PEA team and align deployment with assessed needs.

2. Improve facilities

EC2 already has a sensory room. Further facility improvements focus on suitable therapy and assessment space, staff workspaces and the effective use of available rooms. Confidentiality, flexible use and the needs of students and specialists guide any adaptations.

3. Align school and EC2 support

Strengthen joint planning with schools and childcare, clarify responsibilities and work towards coherent plans for individual students. Continue supporting transitions from early childhood settings into school and from secondary education towards further learning or work.

4. Invest in professional development

Continue learning in positive psychology, appreciative dialogue, strengths-based practice and inclusive support. Support professional growth and the application of new knowledge in daily practice.

5. Strengthen governance and regional learning

Continue governance development, leadership continuity and exchange with other islands. Cross-island activities and the expertise centres' anniversary provide opportunities to share practice and strengthen cooperation.

15 | Resources and sustainability

Purpose of financial planning

EC2 allocates resources to specialist support, staff development, suitable facilities and organizational quality. Financial sustainability is intended to support continuity while allowing targeted investment where needs are growing.

Investment priorities

EC2 prioritizes organizational strengthening and service development. Investments focus on additional expertise, professional learning, improved documentation and governance development.

Funding and partnerships

Public funding, specific subsidies and cooperation with partner organizations support our services. Proposed new projects remain dependent on the relevant funding decisions and conditions.

Financial information

Our budget links planned spending to organizational priorities. Financial administration and external audit support accountability. Approved budgets and annual accounts provide the financial figures for the relevant reporting period.

Putting the plan into practice

EC2's priorities are connected by one aim: to provide responsive educational support that helps each child develop, while strengthening professional quality, collaboration and the organization's long-term capacity.

We review progress through our quality cycle and adjust priorities and support in response to evidence and feedback.

Contact information

Email: director.ec2@sabalearns.org

Website: www.ec2saba.org